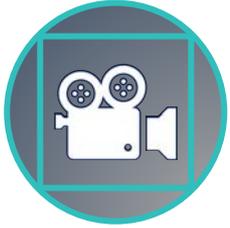


Using Innovative Practices to Reimagine Learning: Lessons from 3 Districts

- Dr. David Carson, Belvidere School District
- Dr. Geneva Walters and Felice Hybert, Kankakee School District
- Dr. Donn Mendoza and Dr. Susan Center, Round Lake Area Schools

Let's Connect...



Please turn on your camera if possible



Unmute or use the chat for any comments or questions



Let us know you're here - Poll



Belvidere School District 100



STUDENT CENTERED LEARNING

PERSONALIZED



Personalized learning recognizes that students engage in learning through unique and different ways.

Students are best served when learning is individually paced and address their needs and interests.

Student centered strategies engage students in owning their success and continuous improvement.

Students understand how to learn and take increasing responsibility in their learning.

TECHNOLOGY ENHANCED



Technology allows learning to happen beyond the traditional school day and pushes learning to beyond the classroom.

Students have opportunities to take advantage of digital tools that can enhance learning.

Proficiency based learning allows learning to happen at a pace that is best for the individual.

Students are able to learn new things if they have demonstrated success, and aren't forced to move ahead if not ready.



STUDENT OWNED



PROFICIENCY BASED



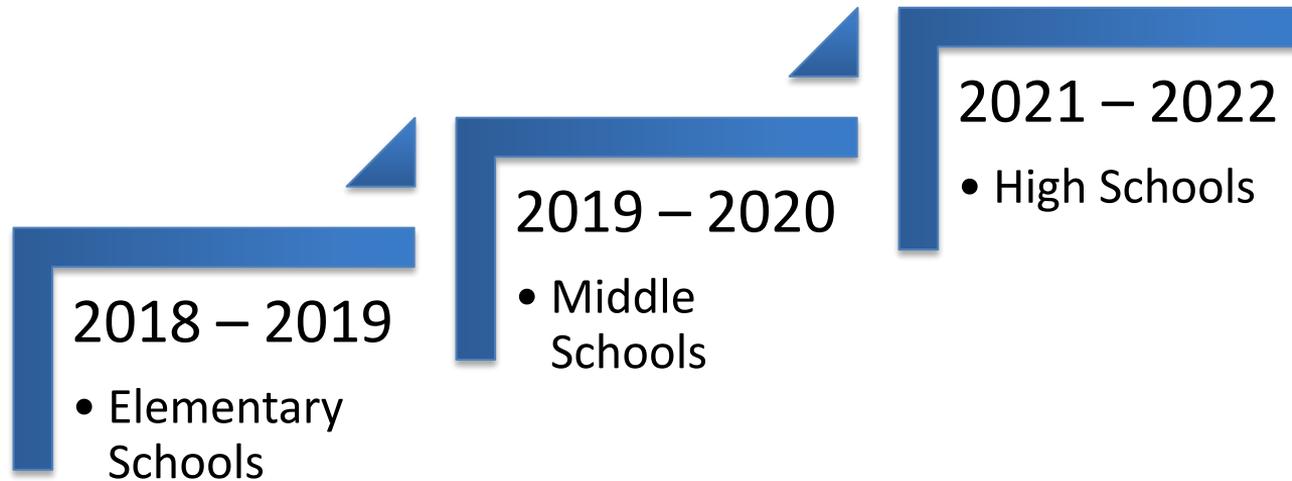


MARZANO Research

- 5 Competency-Based Education
- 4 Standards-Referenced Reporting
- 3 Guaranteed and Viable Curriculum
- 2 Effective Teaching in Every Classroom
- 1 Safe and Collaborative Culture



Proficiency Based Grading Roll-Out



Grade Conversion Chart

High School Scale Score to Letter Grade Conversion Chart

Scale Scores	Grade	Letter Grade Meaning
All 4s & 3s	A	Consistently met or exceeded all priority standards.
Half or more 3s No 1s	B	Consistently met most priority standards.
Less than half 3s No 1s	C	Met some priority standards. Made progress on all standards.
All 2s	D	Made progress on all standards.
Any 1s	I or F	I - In Progress, insufficient evidence of learning or of reaching basic standards. With additional time, student may successfully complete the course. F - Not enough evidence of learning. Student needs to repeat the course.



ACC ALG II(M)		BNHSFS21	
	Exp	Prg	
(AC Alg II) Sys. of Eq. & Ineq., Matrix: Students will solve systems of equations with matrices and graph systems of inequalities.	3.0	3.0	
(Alg II) Probability : Use the multiplication and addition rules of probability	3.0	3.0	
(Alg II) Reasoning & Modeling : Use functions and numbers to create models and solve real-world applications	3.0	3.0	
(Alg II)Graphs & Key Features of Functions : Graph functions and identify their key features	3.0	3.0	
(Alg II)Solve Quadratic w/ Complex solutions: analyze a quadratic equation to determine the number and type of solutions (real vs. complex) and then solve using an appropriate method.	2.0	1.5	
Current Course Score			B
Student Pace			On pace
Advanced Personal Wellness (D) (M)		BNHSFS21	
	Exp	Prg	
APW D Fitness Scale : Students will assess personal fitness levels, create a goal and plan, and implement an individualized fitness plan at a moderate to vigorous level		2.5	
APW D Personal Responsibility & Cooperative S: Students will demonstrate personal responsibility and cooperative skills in a physical education setting.	2.5	2.5	
Current Course Score			A
Student Pace			On pace
AP World History (M)		BNHSFS21	
	Exp	Prg	
SS.H.10 (APWO) Global Conflicts, Economic Crisis: Students will analyze the reasons for and impact of global conflicts, economic crises, and how these are often related		1.5	
SS.H.5.9-12 (APWO)Historical Perspectives: Students will analyze multiple perspectives and the factors that influence them	2.5	1.5	
SS.IS.6 (APWO) Construct and Evaluate Arguments : Students will write an organized, contextualized, well-constructed argument using evidence	2.5	2.5	
SS.H.12.9-12 (AP WO) Conflict/cooperation: Students will analyze and understand how geography impacted culture, lifeways, economic development, war, disease, and migration		1.5	

AP World History (M)		BNHSFS21	
	Exp	Prg	
SS.H.4 (APWO) Environmental, Scientific, Techn : Students will analyze and explain how environmental, scientific and technological developments impacted migration, culture, economy and politics.	2.5	1.5	
SS.H.9-12.1 (APWO) Change & Continuity: Students will analyze and evaluate for change and continuity.	2.5	1.5	
Current Course Score			C
Student Pace			On pace
Chemistry(M)		BNHSFS21	
	Exp	Prg	
(CHEM)-Nuclear Energy : The student is demonstrating mastery at developing models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay	2.5	1.5	
(chem) Data Organization and Analysis: organize data in proper format, graph data utilizing the best method to show causation, and interpret data and graphs to determine relationships between variables.	2.5	2.5	
(CHEM) Quantum Mechanical Model of the Atom: The student is demonstrating mastery at using the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level	2.5	1.5	
(Chem) SCIENTIFIC MODELING: analyze and construct accurate visual representations of chemical processes and substances.	2.5	1.5	
(CHEM)Calorimetry : planning and conducting an investigation that shows the transfer of heat physical and chemical interactions	2.5	1.5	
Current Course Score			C
Student Pace			On pace
English 10 ACC (M)		BNHSFS21	
	Exp	Prg	
Characterization (Eng 10) : Students will analyze how characters interact and develop over the course of a text in order to advance the plot and/or develop the theme.	2.5	2.5	
Digital Media (Eng 10) : Students will strategically use digital media to enhance presentation of information.		2.5	
Discussion: Norms & Collaboration (Eng 10): Students will collaborate to reach common goals by responding to diverse viewpoints.	2.5	2.5	



School-Wide Structural Changes

- 18 - 19 Proficiency Recovery Initial Model, WIN
- 19 - 20 PR Common Period & Recovery for All
- 20 - 21 Block Schedule, WIN, & WIN Days
- 21 - 22 Bucs WIN, WIN Days & After School

- Summer School 19, 20, 21
- Longer Term: Master Schedule???





What is going away?

- Use of scale scores; return to percentages and letter grades
- Our Learning Management System & grading system
- The conversion chart



What will persist?

- Until March 21st - nothing is certain
- Standards Referenced Grading
- Reassessment
- WIN/Flexible Time



What is changing and uncertain?

- Grade Calculation
- Non Academic Feedback
- Future progress to Level 5/CBE





Kankakee School District #111

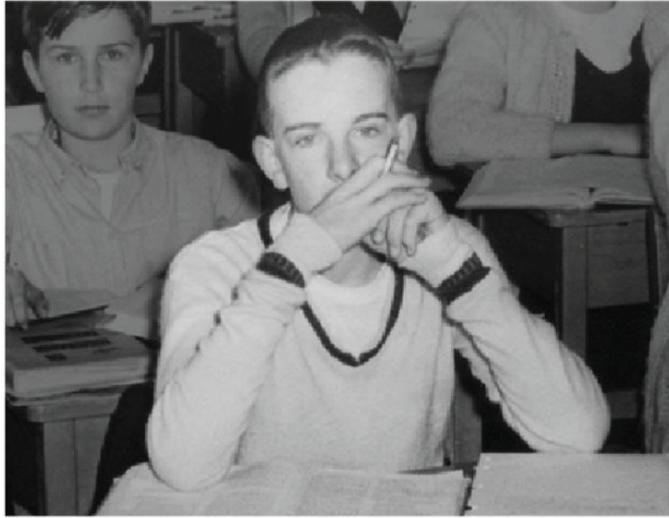


Competency Based Education

ONE Vision, ONE Community, ONE District, FOR ALL CHILDREN



Which student will be best prepared to contribute and compete in this global economy?



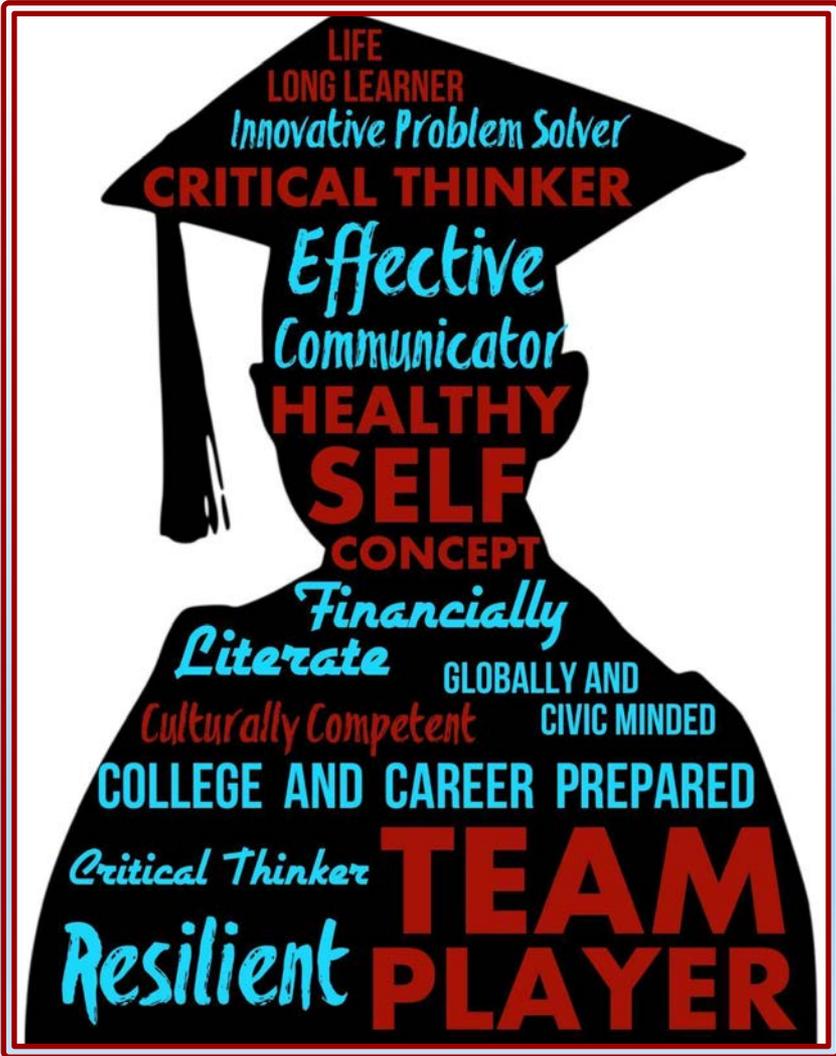
STUDENT A

Math
Science
English
Social Studies



STUDENT B

Content Mastery
Communication
Collaboration
Other 21st Century Skills



LIFE

LONG LEARNER

Innovative Problem Solver

CRITICAL THINKER

Effective

Communicator

HEALTHY

SELF

CONCEPT

Financially

Literate

GLOBALLY AND

Culturally Competent

CIVIC MINDED

COLLEGE AND CAREER PREPARED

Critical Thinker

TEAM

Resilient

PLAYER



The What: Competency Based Education

The When: 2016

**The Why:
Student Achievement - College Career
Readiness**







Where are we now ?

THEN

- **Teacher owned Gradebook**
- **Core Courses CBE**
- **Credit based Graduation requirement**
- **Tracking**
- **Summer School - Deficient**
- **Control by points**
- **Competition between students**

NOW

- **Student Owned Gradebook**
- **Wall to wall CBE - Freshman - Seniors**
- **Academic and Adaptive Competencies**
- **Skills lists identified**
- **Competency Based Graduation Requirements**
- **Honors Rostering at end of course**
- **Summer Learning -longer time to demonstrate learning**
- **More opportunities for support through student success center**
- **DNM vs. F's**
- **Crediting of courses based on mastery of competencies**
- **Latin Honor System**



GRADUATION REQUIREMENTS FOR THE CLASS OF 2025 & 2026

Subject/Area	KHS	Community or Vocation	Four Year College	Selective College / University
English	Minimum 4 Portfolios	4 Years	4 Years	4 Years
Mathematics	Minimum 3 Portfolios	3 Years	4 Years	4 Years
Science	Minimum 3 Portfolios	3 Years	3 Years	4 Years
Social Studies	Minimum 2 Portfolios	2.25-2.50 Years	3 Years	3 or 4 Years
World Language	Minimum 1 Portfolio	None Required	2 Years*	2 to 4 Years
Health	1 Portfolio			

Students must also successfully complete the following specific coursework or competencies with the years of specific subjects or competencies in order to graduate:

* Math must include Algebra I and Geometry

* Science must include Biology and 1 year of a physical science (Chemistry, Physics, Physical Science)

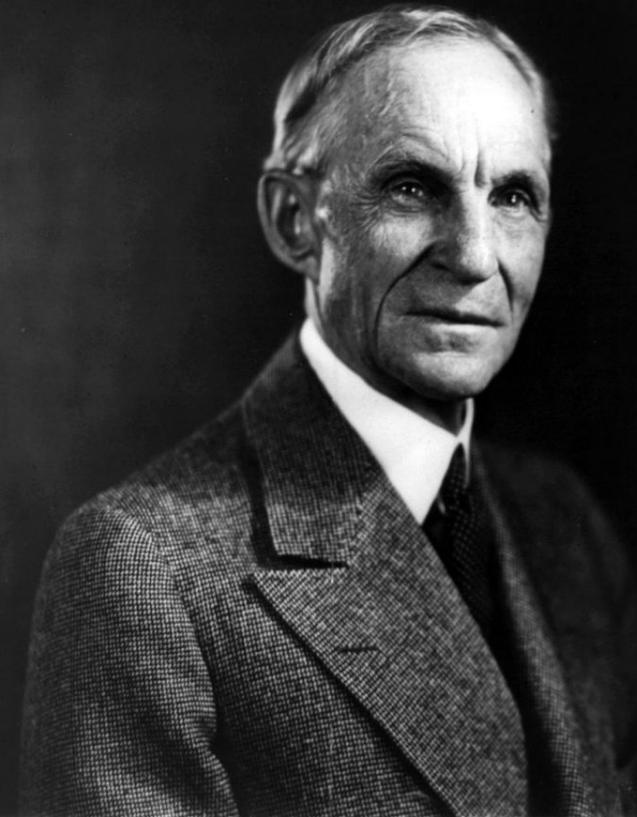
* Social Science must include U.S. History and American Government which must cover the U.S. Constitution, State of IL Constitution and the proper use and display of the American Flag.

* Consumer Education

Profile of a Graduate:	Wayfinding -	4 Portfolios
	HOS -	4 Portfolios
	Next Gen. Essentials -	4 Portfolios

Total Required: 27 Portfolios plus mastery competency completion to level 10 of all seven universal competencies unless otherwise noted in Roadmap to Success, IEP, or 504.

Other Requirements:



“IF I HAD ASKED PEOPLE
WHAT THEY WANTED,
THEY WOULD HAVE SAID:
FASTER HORSES...”

Henry Ford





Our Challenges

- **Adult mindsets**
- **Accountability**
- **Student resistance to revisions and redo's-
conditioned to the one and done**
- **Grading**
- **Lack of communication to families/
parents**
- **State Reporting Requirements**





If we can't change the way we teach and engage in new models of success, prototype backward design, if we can't harness the assets in our own communities, we will be staggeringly unprepared for the future we face.

SUSAN PATRICK

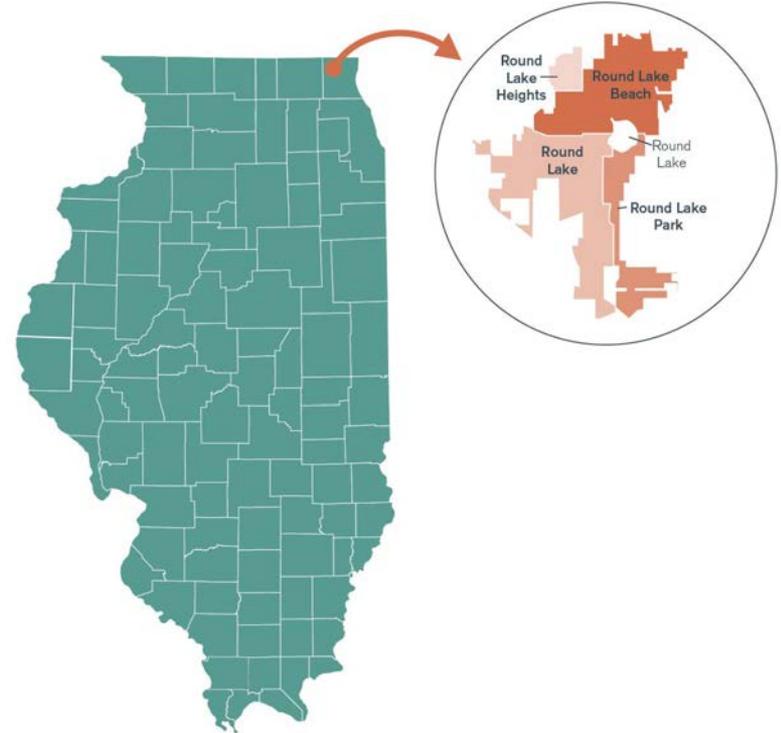
**Round Lake
Area Schools
CUSD 116**



Round Lake Area Schools 116



- **Unit district in Far Northern Suburbs**
- **Student population: 6,472**
 - 78% Hispanic
 - 11% White
 - 7.5% Black
 - 3.5% Other
- **Low Income: ~75%**
- **Approach: Systemic**
 - Progressive, modern, research-based approach to educational practices



How we got started...



2007-08	2008-09	2009-10
Schedule and Collaboration	“4-year plan” begins	Standards alignment continues
<p>Established a schedule that allowed for daily 45-minute PLCs for all teachers.</p> <p>Frequent collaboration was a necessary first step.</p> <p>Expand use of common assessments.</p>	<p>Year 1: Standards-aligned curriculum.</p> <p>School-wide effort. Teachers and administrators partner to develop standards-aligned curriculum and Identify Power Standards.</p>	<p>Year 2: Continue to align to standards and create indicators.</p> <p>Teacher teams continue to align to standards, identify power standards, and now begin to create “indicators” (or sub-standards). Skills that will guide demonstration of mastery.</p>

How we got started...



2010-11	2011-12	2012-13
4-year plan becomes 5-year plan	Standards-Based Grading and Reporting / Assessment	Mastery Learning Correctives and Enrichments
Year 3: Continue indicator development, introduce Mastery Learning Write Rubrics Develop concept of “Grading Patch”	Year 4: Begin Standards-based grading using Grading Patch Full use of common Diagnostic, Formative, and Summative assessments for all content areas. Continue building Mastery Learning practices	Year 5: Expansion of standards-based grading and Mastery Learning. Full use of “second-chance” assessments after re-teaching. All teams using corrective and enrichment activities.

How we got started...



2013-14	2015-16	2016-17
<p>New Leadership - New Goals Development of MTSS</p>	<p>Expand CIA practices to middle schools</p>	<p>CBE!!!</p>
<p>Identify need for more student supports. Develop more extensive tutoring, support programming (intervention).</p> <p>Begin revising curriculum. Develop process to write standards-aligned curriculum, assessments, rubrics, etc. consistently for all subjects.</p>	<p>Being multi-year process of revising curriculum, instruction, and assessment practices at both district middle schools.</p> <p>Follow enhanced and improved process utilized at high school.</p>	<p>Accepted into competency-based education pilot</p> <p>GOAL: remove barriers to progressive, student-centered educational practices (i.e., seat time requirements) and holistic, system-wide change.</p>

What are we doing now?



- Recently completed C, I, A process at all elementary schools
 - We are now K-12 CBE
- Revised middle schools schedules for more flexibility and student options
- Mastery Exams, not “final exams”
- Blended learning
- Flexible Attendance
- Student Voice and Choice in curriculum
- Student “take action” opportunities

What will we be doing?



- Curricular continuums (K-2, 3-5, 6-8, 9-12)
- Student acceleration beyond grade level
- Earned “Honors” opportunities (K-12)
- Internships, job shadows, and service learning
- Modified schedules (high school)
- Embedded SEL, Behavior, and Student Development curriculum
- Building flexible multi-grade “neighborhoods” (elementary)

What have we learned?

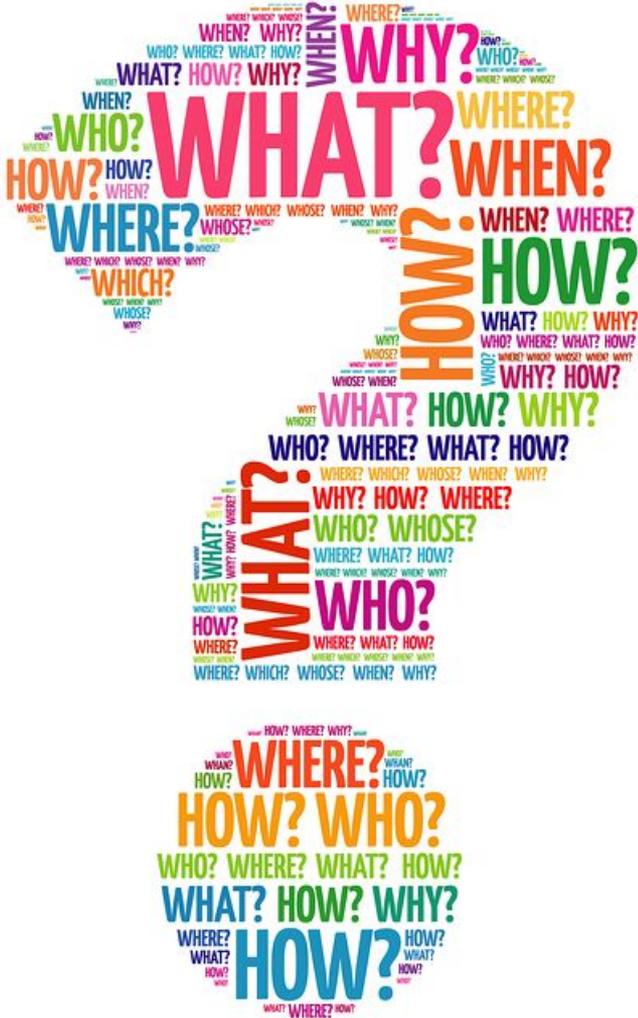


This is a long, challenging journey - but it is worth it!

- Increased student achievement - over time
- Students who are “good at school” are challenged in this new environment
- Students who previously struggled with school find new opportunities and can be rejuvenated
- Parent communication / interaction is a mixed bag - especially when the work is different from what most are used to
- Staff resistance is common because it is also not what they are used to - over communicate; get feedback; sell, sell, sell
- Teacher “talk” matters - how are they explaining to students and parents
- Have a clear purpose and principles, not just “things to do”

Thank you

Any Questions???



ADDITIONAL THOUGHTS & QUESTIONS?